

# Texas Education Agency Standard Application System (SAS)

## 2014–2017 Texas Title I Priority Schools, Cycle 3

<b>Program authority:</b>	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant period:</b>	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 20, 2014	
<b>Submittal information:</b>	<b>Six</b> complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency  1701 North Congress Ave  Austin TX 78701-1494 </div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received  Texas Education Agency  2014 MAY 16 PM 2:33  Document Control Center </div>
<b>Contact information:</b>	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name Cleveland ISD	Vendor ID #	Mailing address line 1 316 East Dallas	
Mailing address line 2	City Cleveland	State TX	ZIP Code 77327-
County- District # 146901	Campus number and name 102 Northside	US Congressional District # TX-036	DUNS # 082684440

**Primary Contact**

First name Maria	M.I. Silva	Last name Silva	Title Assistant Superintendent
Telephone # 281-592-8717	Email address msilva@clevelandisd.org	FAX # 281-592-8283	

**Secondary Contact**

First name Edward	M.I. Husk	Last name Husk	Title Principal
Telephone # 281-592-4628	Email address ehusk@clevelandisd.org	FAX # 281-592-9678	

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name Darrell	M.I. Myers	Last name Myers	Title Superintendent
Telephone # 281-592-8717	Email address dmyers@clevelandisd.org	FAX # 281-592-8283	
Signature (blue ink preferred)		Date signed	

*Only the legally responsible party may sign this application.*

701-14-109-001

**Schedule #1—General Information**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	X	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	X	<input type="checkbox"/>
9	Supplies and Materials (6300)	X	<input type="checkbox"/>
10	Other Operating Costs (6400)	X	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
<b>Part 2: Acceptance and Compliance</b>		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> <li>A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.</li> <li>B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.</li> <li>C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.</li> <li>D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.</li> <li>F. Report to the SEA the school-level data required under section III of the final requirements.</li> </ul>
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the <u>turnaround model</u>, the campus <b>must</b> implement the following federal requirements.</p> <ul style="list-style-type: none"> <li>A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;</li> <li>B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> <li>1. Screen all existing staff and rehire no more than 50 percent; and</li> <li>2. Select new staff.</li> </ul> </li> <li>C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;</li> <li>D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</li> </ul>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school <b><u>closure model</u></b>, the campus <b>must</b> implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the <b><u>restart model</u></b>, the campus <b>must</b> implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the <b><u>transformation model</u></b>, the campus <b>must</b> implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—</p> <ol style="list-style-type: none"> <li>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>2. Are designed and developed with teacher and principal involvement;</li> </ol> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> <li>A. Number of minutes within the school year.</li> <li>B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status)</li> <li>C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only)</li> <li>D. College enrollment rates. (High Schools Only)</li> <li>E. Teacher Attendance Rate</li> <li>F. Student Attendance Rate</li> <li>G. Student Completion Rate</li> <li>H. Student Drop-Out Rate</li> <li>I. Locally developed competencies created to identify teacher strengths/weaknesses</li> <li>J. Types of support offered to teachers</li> <li>K. Types of on-going, job-embedded professional development for teachers</li> <li>L. Types of on-going, job-embedded professional development for administrators</li> <li>M. Strategies to increase parent/community involvement</li> <li>N. Types of strategies which increase student learning time</li> <li>O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.</li> </ul>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Northside Elementary School is in need of comprehensive instructional reform. There is a lack of consistent academic rigor across the campus which has led to inadequate student progress. We must accept that every student has the potential to be academically successful and not use excuses or accept academic mediocrity. We understand that poverty places a tremendous responsibility on our school. However, our mission is to create a culture of universal achievement and foster the "Whatever it Takes" philosophy. By embracing this philosophy we ensure that we will provide support to all students, including those with disabilities, in the least restrictive environment and ensure that limited English proficient students acquire language skills to master academic content. In developing this culture, we will ensure that the staff is equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. We created a leadership committee that used the strategic planning process to define problems on our campus (academic and non-academic), identify examples of success that already exist and develop a needs assessment protocol. Through open dialog and support, this team will lead the collaborative process using a research based approach to transformation. Campus leaders will hold all teachers accountable for the success of every student by using measurable data, constant and consistent observation data, and requiring attendance at meetings that use student data to drive conversations and academic decisions. Each student will have an evidence based intervention support path to target deficiencies and measure progress. This prevention oriented approach will link assessments and instruction to create a system that provides a more proactive, targeted, formative approach to teaching and learning. A grant manager will be employed by the district to ensure that this grant and all of its components align with the current campus plans and grants previously awarded to the Northside campus. The responsibilities of the grant manager will include the supervision and monitoring of the grant requirements throughout the entire grant period. The budget was developed based on information acquired through the needs assessment process, longitudinal data for current students and incoming students, and our commitment to use the funds to provide adequate resources and training for our staff. The following activities will be instrumental in meeting our goal of school reform and were considered when developing the budget for this grant.

- Strengthen the current instructional program by using the "Team Teaching" approach for 3<sup>rd</sup> and 4<sup>th</sup> grade
- Instructional Coaches will assist teachers in reading and math and facilitate the delivery of specific, individualized learning expectations
- Vertical alignment between Northside and the feeder campuses will occur
- A guided reading coach will be hired to implement the program in grades 3 and 4.
- Additional instruction will be provided for students identified as at-risk.
- Summer school and after hours tutoring will be offered for targeted students
- Teacher retention strategies will be increased
- Additional support staff will be hired for special populations including bilingual students and will be assigned based on data driven student needs
- Common assessments will be developed and administered during every grading period
- Additional one on one counseling with students will occur by reassigning non-counseling duties to other staff members which allows more time for the campus counselor to work with student
- The counselor will facilitate a more comprehensive character education program which will address not only changing student behavior but also putting more emphasis on teaching and less about punishing
- Hire a school improvement specialist to coordinate data analysis, the testing calendar and administration, and Response to Intervention tracking.
- Incentives will be offered to staff members to acquire additional degrees and/or certifications
- A Reading Specialist position will be created with funds from this grant to intervene when students have been identified through the disaggregation of data to be in need of direct intervention support
- Pre and post tests will be used to determine student progress and achievement
- The purchase of tablets will support guided reading and math strategies through the use of technology
- Campus leaders will visit elementary campuses in other school districts that have demonstrated the effective use of technology devices to support instructional delivery
- Through Title I Instructional Coaches will be hired and assigned to feeder campuses to support student achievement at all levels

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



- A parent liaison will be hired to organize parent volunteers, conduct parent education meetings, promote positive public relations regarding campus activities and facilitate meetings with non-English speaking parents.
- To instill a desire to read a summer literacy program will begin in June, 2015. The librarian will open the library one day each week during the entire summer. Students will be permitted to check out books to take home.
- Extensive staff development opportunities will be provided for all staff members to facilitate effective teaching and learning, increase technology skills and the use of technology in the classroom, and ensure that classroom lessons are aligned to academic standards
- Additional compensation will be provided to attract and retain staff especially in the critical need areas
- Ongoing, intensive technical assistance will be provided to support staff efforts in meeting the unique challenges of our campus
- To assist teachers in accurately diagnosing reading problems, the Action 100 program will be purchased with this grant. Using a comprehensive and integrated model, every teacher becomes proficient in correctly identifying student problems. Systematic, professional development using a comprehensive, standards-based approach will be provided throughout the grant period.

To determine the success of our program teachers will use a comprehensive curriculum which includes formative, interim and summative assessments. The data from these assessments will drive decisions for classroom interventions, professional development and teacher reassignment or termination. The teachers on this campus will not be permitted to avoid change. Periodic reviews will be conducted to ensure the curriculum is being implemented with fidelity and is having the intended impact on student achievement. Modifications will be made if the curriculum is proving to be ineffective. It is imperative we create a proactive approach where we will not wait until students are falling behind before intervening. We must establish a continual process of assessing learners' strengths and weaknesses.

As part of our commitment for continued growth we will complete "check points" throughout the year to determine if we are meeting our goals. These milestones will include student proficiency of at least 70% on common assessments; incoming 2<sup>nd</sup> grade students who have already been identified as below grade level will meet 3<sup>rd</sup> grade standards by the end of 3<sup>rd</sup> grade; parent involvement will increase by at least 10% from one meeting to the next; walk-throughs will indicate increased rigor and relevance in the classroom due to staff development and the use of a district template for lesson planning; lesson plans will indicate an increase in the use of technology in the classroom; and lesson plans for non-core teachers will show collaborative efforts with core teachers and an incorporation of TEKS across the curriculum.

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 146901	Amendment # (for amendments only):
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

**Budget Summary**

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$1273400	\$0	\$1273400	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$116000	\$0	\$116000	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$800525	\$0	\$800525	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$85000	\$0	\$85000	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$6000	\$0	\$6000	\$0
Total direct costs:			\$2280925	\$	\$2280925	\$
Percentage% indirect costs (see note):			N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$2280925</b>	<b>\$0</b>	<b>*\$2280925</b>	<b>\$0</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

**Annual Budget Breakdown**

Year 1	Year 2	Year 3	3-Year Total Budget Request
<b>\$1154325</b>	<b>\$563300</b>	<b>\$563300</b>	<b>*\$2280925</b>

Note: No more than \$2,000,000 per year may be requested. \*Total Budget Request above must match.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 146901			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
<b>Academic/Instructional</b>						
1	Teacher				\$	\$
2	Educational aide		1	1	\$55000	\$
3	Tutor				\$	\$
<b>Program Management and Administration</b>						
4	Project director		1	1	\$180000	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
<b>Auxiliary</b>						
12	Counselor/Behavior Specialist				\$180000	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator		1	1	\$90000	\$
<b>Other Employee Positions</b>						
21	Reading Specialist		1	1	\$180000	\$
22	School Improvement Specialist		1	1	\$180000	\$
23	Guided Reading Specialist		1	1	\$180000	\$
24	Subtotal employee costs:				1045000	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
25	6112	Substitute pay			\$7500	\$
26	6119	Professional staff extra-duty pay			\$100000	\$
27	6121	Support staff extra-duty pay			\$18000	\$
28	6140	Employee benefits			\$102900	\$
29	61XX	Tuition remission (IHEs only)			\$0	\$
30	Subtotal substitute, extra-duty, benefits costs				228400	\$
31	<b>3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>				\$1273400	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Writing Academies	<input type="checkbox"/>	\$24000	\$
2	CRISS Training	<input type="checkbox"/>	\$18000	\$
3	On-Site Staff Development	<input type="checkbox"/>	\$15000	\$
4	ESC Support	<input type="checkbox"/>	\$24000	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$81000

\$

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
<b>Contractor's Cost Breakdown of Service to Be Provided</b>			<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
1	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:			\$

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 146901		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 146901

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$81000	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$35000	\$	
(Sum of lines a, b, c, and d) 3-Year Grand total		\$116000	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 146901					Amendment number (for amendments only):		
<b>Expense Item Description</b>							
6399	<b>Technology Hardware—Not Capitalized</b>						
	<b>#</b>	<b>Type</b>	<b>Purpose</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
	1	Tablets	Instruction through technology	600	\$500	\$300000	\$
	2						
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$20000	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$480525	\$
<b>3-Year Grand total:</b>						<b>\$800525</b>	<b>\$</b>

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 196401		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$5000	\$
	Specify purpose: Parent and community brochures/curriculum standards		
Subtotal other operating costs requiring specific approval:		\$5000	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$75000	\$
<b>3-Year Grand total:</b>		<b>\$85000</b>	<b>\$</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 196401		Amendment number (for amendments only):			
<b>15XX is only for use by charter schools sponsored by a nonprofit organization.</b>					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$6000	\$
<b>66XX/15XX—Technology hardware, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	\$
<b>3-Year Grand total:</b>				<b>\$6000</b>	<b>\$</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>			<b>585</b>	
Category	Number	Percentage	Category	Percentage
African American	60	9.75%	Attendance rate	95.93%
Hispanic	298	51%	Annual dropout rate (Gr 9-12)	NA%
White	216	37%	Annual graduation rate (Gr 9-12)	NA%
Asian	3	1%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	51.9%
Economically disadvantaged	496	84.5%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	58.4%
Limited English proficient (LEP)	190	32%	Students taking the ACT and/or SAT	NA%
Disciplinary placements	170	29%	Average SAT score (number value, not a percentage)	NA
			Average ACT score (number value, not a percentage)	NA

**Comments**

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	4	11%	No degree	0	0%
Hispanic	7	20%	Bachelor's degree	27	87%
White	23	65%	Master's degree	4	13%
Asian	1	.2%	Doctorate	0	0%
1-5 years exp.	15	42%	Avg. salary, 1-5 years exp.	46817	N/A
6-10 years exp.	10	28%	Avg. salary, 6-10 years exp.	47618	N/A
11-20 years exp.	7	20%	Avg. salary, 11-20 years exp.	50558	N/A
Over 20 years exp.	3	8%	Avg. salary, over 20 years exp.	53331	N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					287	298									
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>															

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					15	16									
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>															

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Realizing that needs can change over time, Northside Elementary conducts periodic comprehensive needs assessments that identify needs in instructional programs, school leadership and school infrastructure that reflects the demographics of the campus. Because of our strong commitment to including all stakeholders in the planning and decision making process for this campus, we established criteria for the team and other stakeholders. The team then reviewed the current vision and mission for the campus to ensure that it still reflected the shared goals and values. The team understood that having a clear understanding of the vision and mission is the foundation essential to improvement efforts. We determined the task of our leadership team which consists of teachers, support personnel, parents, administrators and community representatives, was to develop the implementation process to be used by the campus to gather data on perceived and actual needs. The school improvement plan will drive instructional and curriculum initiatives to improve teaching and learning and to change the culture of the campus by involving teachers as professional partners in delivering instruction that meets the needs of all students. A needs assessment was conducted prior to the beginning of the year to integrate goals and strategies into the Campus Improvement Plan. When Northside was identified as a Priority school, the needs assessment was reviewed by the campus improvement team and revisions were made. In preparation for the submission of this grant, meetings were held with all staff members and they gave their input on each previously identified need and additional needs were identified. All plans will be connected, related and coordinated with other school improvement efforts and initiatives. Data was gathered to enhance evidenced based decision making. Multiple sources were used so all factors that are impacting student achievement would be identified. Sources included current student grades; benchmark testing data; state testing information; parent, student and staff surveys; previously written campus plans; previous needs assessments; longitudinal student data; student and staff attendance; daily instructional schedule; usage reports and progress reports from supplemental instructional programs; staff qualifications, certifications and retention practices; and observation data revealed through walk-throughs and formal teacher evaluations. Data was then analyzed and organized using the Critical Success Factors to target specific areas of focus. Needs were grouped by area of concern (ex. Instructional, climate, parental involvement,...) and are addressed throughout this grant. We recognize that as a campus in need of improvement, every need is important and relevant to student success. However, to stimulate the campus improvement process, the consensus of the stakeholders was to first address any need that was curriculum and instruction based and prioritize specific student learning needs. Once this was determined, the staff decided what data they needed to look at that would give observable, measurable information that reflected student growth. These data tools will be used to differentiate instruction and develop interventions throughout the entire grant period. As an extension of this process, the staff determined what professional development they needed that would align and connect the school's comprehensive instructional program and other school initiatives. The goal for this campus is that all teachers will move toward a process that includes self-reflection, self-analysis and self-direction. It is essential that procedures appraise how professional development initiatives are being incorporated into classroom practices. Instructional programs already in existence on the campus were reviewed for their effectiveness and for providing meaningful data. Recommendations were made for eliminating the use of ineffective instructional programs and teachers were asked to recommend additional programs and materials that are research based and meet the needs of the students on this campus.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 1: Process Description (cont).** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Once the instructional needs, data tools, and professional development needs were identified the current staffing pattern on the campus was reviewed. Additional professional positions and support staff needs were discussed and considered for inclusion in this grant. The expressed needs then formed the catalyst for continued discussion on what will be necessary to sustain long term improvement throughout and beyond the grant period and what obstacles will likely arise that will impede the progress of meeting the campus mission and goals. Once barriers were identified, potential resolutions for eliminating these barriers were outlined. Strategies will be identified throughout this grant that continually monitor the coordinating and tracking of all aspects of the professional learning community climate on this campus and how the strategies will measure the impact on instruction and learning. Data will be monitored regularly, and in some cases daily, to determine where to focus interventions strategies.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve academic performance by increasing the passing rate on the STAAR test for all students and student groups to at least Level II or better for all tests.	Through collaborative inquiry, teachers will work together to identify common challenges, analyze relevant data and suggest instructional approaches to meet individual student needs. Curriculum and instruction will be adjusted to meet the identified needs. Instructional coaches and additional support personnel will promote more individualized instruction.
2.	Provide addition time before, during and after school for remediation for students having difficulty on specific areas of the TEKS curriculum.	Response to Intervention strategies will be expanded school-wide to enhance the current program and serve more students. Students leaving 2nd grade will be provided a summer program to aid in the transition to 3 <sup>rd</sup> grade. Develop data driven interventions. All students will be monitored to make sure they are making academic and behavioral gains.
3.	Parental Involvement and Community Engagement	A parent liaison will conduct parent meetings and trainings Parents and community individuals will be asked to volunteer on the campus The value of education will be stressed to ensure students needing additional instructional time will be in attendance for tutorials and summer school
4.	Increase teacher performance, instructional delivery and student engagement.	Create a system that decreases the hours needed for remediation, gain back instructional time and create an environment that promotes success for all learners. Utilize a lesson design specialist to assist teachers in creating lessons that connect and integrate academic content to authentic real world examples. Create a culture where all staff members learn from one another through classroom observations.
5.	Provide quality, timely, school-wide and individual professional development that is relevant and addresses the identified needs in the needs assessment; integrates with the campus mission and goals; and provides for observable classroom implementation of strategies targeting the needs of individual students.	Build a learning community where all staff members continue to learn and support the learning of others. Provide evidence of student learning that affects instructional decisions. Conduct walk-through observations that focus on student learning. Promote the effectiveness of each staff member as a way to improve the overall performance of the campus.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Minimum of 5 years of classroom instruction Extensive knowledge of curriculum and instruction. Administrator certification and upper level administrative experience
2.	Grant Manager	Extensive knowledge of grant management practices. Educational background and training Budget Management Skills
3.	Director for Special Programs	Minimum of 5 years in the classroom Upper level administrative experience and administrator certification Knowledge of grant writing and implementation Extensive knowledge of curriculum and instruction Budget Management Skills TAIS Training
4.	Professional Service Provider	Experience in working with low performing schools Teaching and administrator experience Knowledgeable of Turnaround and Intervention models for school improvement
5.	Principal	Training in Critical Success Factors and the components of the Turnaround and Intervention models for school improvement Extensive knowledge of curriculum and instruction TAIS Training
6.	Instructional Coaches	Certified teacher Minimum of 3 years teaching experience Proficiency in specific content area
7.	School Improvement Specialists	Bachelor's Degree Minimum of 3 years teaching experience Excellent computer skills including proficiency using Excel, charts and graphs
8.	Parent Liaison	Bilingual Excellent communication skills
9.	Guided Reading Specialist	Bachelor's degree Master's Degree preferred Minimum of 5 years teaching experience Reading endorsement

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

External providers, other than staff development presenters, will not be used to implement this grant. All requested personnel will be employees of the district except for the Professional Service Provider. This position is required for schools in Improvement Requirement status and the individual is paid a daily rate as a vendor. The other positions will be posted according to district administrative guidelines, interviewed by a committee of campus and district personnel and evaluated according to board policy.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Northside instructional staff realize that it is imperative we create a proactive approach where we will not wait until students are falling behind before intervening. Every decision will be based on the feedback from our best teachers. Continuous Improvement will be directly correlated with the leadership on this campus. The principal will facilitate, and model high standards through constant communication with all staff members. He will motivate and manage change in an organized, positive and enduring fashion. The campus will establish an early warning system to identify students at risk. A continual process of assessing learners strengths and weaknesses will be fully implemented using various techniques for collecting data. Staff will build the capacity to listen, emphasize and connect with individual students, parents and teachers. A rigorous, transparent and equitable evaluation system for teachers and campus administrators will be created with teacher and parent involvement. Currently, progress monitoring is conducted monthly and quarterly by the DCSI and the PSP. In addition, conference calls are conducted monthly with a TEA representative to discuss reports and student data. Assessment and data meetings are held weekly with all staff members. Agendas are designed to focus on academic achievement and data is presented both qualitatively and quantitatively and reported through charts and graphs. Reports are customized to show growth over time and trend lines. Data is updated quarterly and posted in a data room. An additional strategy to closely monitor student progress will be the use of common assessments district wide. This strategy will provide more meaningful accurate longitudinal data for every student and will identify where differentiated instruction may need to be applied. The campus intervention team meets every two weeks to review current interventions and adjust plans as necessary. The Assistant Superintendent for Curriculum and Instruction meets with teachers monthly to monitor student progress and address instructional concerns. Curriculum is vertically aligned from one grade to the next. Program updates are presented to the Board of Trustees as every regular monthly meeting. Campus plans are reviewed and updated quarterly and posted on the campus website. Positions currently held by district personnel and positions funded by this grant will be evaluated for effectiveness to determine if positions are still needed or if a realignment of duties is necessary. Currently, walk-throughs are done periodically by administrators. However, a standardized model will be developed and used beginning with the next school year. Walk-throughs will then be conducted by administrators, instructional coaches and teachers. We believe that job embedded professional development is essential to teacher performance and this can be accomplished by teachers observing in the classrooms of their peers. Teacher expertise is purposely cultivated and sustained. The principal has a strong sense of accountability and is results oriented.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cleveland ISD has a strong commitment to use funds prudently and to provide adequate resources to substantially raise the achievement of all students at Northside Elementary. District level personnel will be full partners in the campus' endeavors to provide a successful learning environment and to sustain reforms after the grant period. Currently, two additional assistant superintendent positions are being added to the central office to offer additional support to all campuses. District administrators will ensure district policies and standard operating procedures do not inhibit change. The district has the budgetary capacity to retain surplus staff and continue initiatives and support beyond the 2016-17 school year. Additional days have been added to the Northside principal's contract to accommodate for additional duties and training that comes with being a priority school. Strong intervention initiatives that have a copulation of strategies that are intentional, strategic, meaningful, interrelated and designed to work will be the foundation for continued school improvement. Instructional coaches will have additional days added to their professional contract to conduct extensive planning and curriculum review. Reviewing and revising campus plans and instructional strategies is an on-going process that is never complete and will include increasing intensity to match individual skill levels of students. Planning and program design will move away from top down mandates to more of a community approach. A clear vision for success will help in building capacity and changing the school culture. The attitude of our current principal is that he is responsible for everything that happens on Northside campus. He has high standards for himself and his staff. He redirects negative attitudes and encourages enthusiasm. Leadership will become more distributive over time. Sustainability and commitment will be the building blocks of the Northside learning community. Staff, parents and students will share a common mission, vision and values. Administrators, teachers and parents will work together to become part of a school community that creates a safe and orderly school that maximizes instructional time and meets the unique learning needs of each individual child.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Common Assessments	1.	Student growth in specified content areas
		2.	Evidence of curriculum alignment
		3.	Teacher effectiveness and instructional delivery
2.	Parent and community involvement	1.	Parent participation in planning and level of satisfaction of school programs and services as revealed on yearly surveys
		2.	Attendance at monthly parent meetings conducted by parent liaison including technology training
		3.	Increase in parent and community volunteers
3.	Teacher formal appraisals and walk-through observations conducted using a district designed template	1.	Level of proficiency
		2.	An increase in rigor and relevance of instructional delivery
		3.	Lessons target academic standards and identify students not on track for becoming proficient
4.	Usage reports from supplemental instructional programs	1.	Check out records for students checking out E-readers
		2.	Lexile level of achievement identified on student progress reports
		3.	Increased technology competencies of students
5.	Student, teacher, staff, and parent surveys	1.	Conducted at the beginning and end of the school year and compared for actual and perceived improvement
		2.	Information from surveys incorporated into needs assessment and campus plans
		3.	

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student data will be collected from various sources and data usage will become part of the school culture at Northside. All students will be provided the opportunity to engage in learning activities provided by supplemental programs including Achieve 3000. This program generates individual student reports that show student progress over time. Eduphoria is a tool that will be used by teachers and administrators to track reading and math weekly test reports. Common assessments will be given throughout the entire district each grading period and be based on the TEKS. Response to Intervention programs and tutorial attendance data will be reviewed weekly. The Diagnostic Reading Assessment (DRA) will be used in grades 2 through 4 as a pretest and posttest. Based on this information, instructional delivery will be flexible and adjusted to meet various learning groups that target specific student needs. A program purchased from The American Reading Company will provide an accurate means for teachers to diagnose individual reading problems and provide prescriptive interventions designed to specifically target instructional reading needs. To ensure that pacing, instructional delivery and required TEKS curriculum collectively provide an environment of high expectations, lesson plans will be required and completed on a template provided by the district. One common format will make articulation between grade levels easier. Lesson plans will be reviewed and assistance with writing lesson plans will be provided by the instructional coaches who will serve as lesson plan specialists. The use of the Deconstructed TEKS will provide additional assistance in writing comprehensive daily plans. The main activity where extensive data collection will occur is with daily walk-throughs. Classroom walk-throughs have always been a valued tool for continued improvement. It enables the observer to record information over time and to determine the levels of cognitive interaction between the teacher and student. Walk-throughs open doors for educators to observe, reflect on and collaboratively discuss instruction practices. They promote collegial conversations that become part of our school's professional learning culture. Traditionally, only administrators and instructional coaches have used this method on this campus but this tool will be expanded to advocate and implement school wide teacher involvement. Involving teachers in the walk-through process will assist our efforts to transform the campus into a professional learning community. By observing colleagues and entering into meaningful collaboration, teachers are taking charge of their own learning. This process promotes strong professional relationships and a climate build on trust. The data will assist us in making decisions regarding continuous school improvement needs. It will also help to identify professional development needs of the staff and ensure that the professional development activities are aligned with the school's comprehensive instructional plan. Formal articulation meetings will be held at least monthly to review data results, child by child, and make decisions about academic interventions. Attendance data is announced daily which reinforces the importance of being in school every day. Students and teachers receive incentives for perfect or near perfect attendance.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 1: Intervention Model to be Implemented** – Indicate the model selected by the LEA/Campus for implementation.☐ Transformation

X Turnaround

☐ Closure☐ Restart**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)**— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Achieve 3000 student reports	08/14	06/17
			B. STAAR Assessment Data	06/14	06/17
			C. Deconstructing TEKS Curriculum	08/14	06/17
			D. Diagnostic Reading Inventories	08/14	06/17
			E. Common Assessments	09/14	06/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Formal articulation meetings to identify student strengths and weaknesses-student by student	08/14	06/17
			B. Lesson plan reviews to ensure data driven instruction is occurring and targeted needs are being addressed	08/14	06/17
			C. Use of student reports and classroom data provided by Achieve 3000 to determine growth over time	08/14	06/17
			D. Diagnostic Reading Assessment (DRA)	08/14	06/17
			E. Action 100 Diagnostic and prescriptive reading program	8/14	06/17

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)**– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Flexible grouping within the regular classroom	08/14	06/17
			B. Before, during and after school tutorials	09/14	05/17
			C. Heat maps to identify targeted needs	08/14	06/17
			D. Anchor Charts	08/14	06/17
			E. Disaggregated data by teacher, student and TEKS	06/14	05/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Bi-weekly data meetings that identify trends in longitudinal data	08/14	06/17
			B. Campus administrators will analyze data by teacher to determine effectiveness and growth	06/14	06/17
			C. Alignment between grades, common assessments, lesson plans and instructional delivery	09/14	05/17
			D. Technology based instruction using research based supplemental programs	08/14	05/17
			E.		

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)–** Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Increase Leadership Effectiveness</b>	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	<i>Mr. Edward Husk</i>	07/14	
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement  Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Ongoing Bi-weekly leadership meetings to address academic needs	08/14	05/17
			B. Parent and teacher climate surveys, twice each year	12/14	05/17
			C. Walk-throughs conducted by the principal	08/14	05/17
			D. Review 2014 Data to determine student growth during first year as principal on this campus	05/14	05/15
			E. Practice of hiring quality teachers and dismissing ineffective teachers by using proper documentation	07/14	07/17
			F.		
			G.		
			H.		

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)–** Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Extend contract of principal and assistant principal by 18 days to provide additional leadership opportunities	08/14	07/17
			B. Advanced professional development for the principal and DCSI that addresses the specific needs of a priority school	06/14	06/17
			C. Use PDAS data, walk-through data and student performance to drive employment decisions.	06/14	06/17
			D. Provide professional development for assistant principal	06/14	08/17
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Provide additional planning days for all staff during the summer and provide extra compensation	07/14	07/17
			B. Include campus Instructional Coaches on the preplanning and implementation of all campus plans	07/14	07/17
			C. A guided reading specialist will be provided to support teachers in meeting the needs of struggling students.	08/14	06/17
			D. Provide summer school	06/14	06/17

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)–** Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Provide summer school for 2 <sup>nd</sup> , 3 <sup>rd</sup> and 4 <sup>th</sup> grade students	06/14	06/17
			B. Provide tutorials before, during and after school	08/14	05/17
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Redesign the instructional day to promote additional instructional time	07/14	06/17
			B. Institute a program of team teaching utilizing teachers specific academic strengths	08/14	06/17
			C. Use paraprofessionals to maximize teacher instructional time	08/14	06/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Redesign dismissal procedures to maximize instructional time	08/14	06/17
			B. Conduct cross curriculum training and develop activities in non-core subject areas that align with the TEKS of core subjects	08/14	08/17
			C. Provide computer lab time for all students that is aligned with instructional time, classroom interventions, and the TEKS	08/14	08/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Instructional teams will have a common planning period	08/14	06/17
			B. Instructional Coaches will attend periodic training at Reg. 6	07/14	07/17
			C. On-site and Saturday staff development	08/14	06/17

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)**— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Use a parent liaison to coordinate parent meetings and training	08/14	06/17
			B. Campus newsletters sent monthly	08/14	06/17
			C. Parent training opportunities including basic technology training	08/14	06/17
			D. Parents in Education meetings (Parent/Teacher Organization)	08/14	06/17
			E. Campus website and calendar of events	07/14	06/17
		2. Provide ongoing mechanisms for community engagement	A. D.O.G.S. Training (Dads of great schools)	09/14	06/17
			B. Campus Advisory Team meetings	09/14	06/17
			C. Northside Pride Night that highlights instructional programs	09/14	09/16
			D. Literacy Night for parents and community	09/14	09/16
			E. Pamphlets and brochure designed to inform stakeholders of grade entry and exit level standards.	09/14	09/16

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)**– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Assistance from TCDSS in the TAIS process	06/14	08/17
			B. Region ESC's training and on-site assistance	06/14	08/17
			C. DCSI and PSP trainings and technical support	07/14	07/17
			D.		
			E.		

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)**– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement  Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Intensive staff development based on needs assessment and data sources	07/14	07/17
			B. Walk-through and PDAS reports	08/14	06/17
			C. Data disaggregated by teacher, student and TEKS	06/14	06/17
			D. Instructional Coach mentoring	07/14	06/17
			E. School Improvement specialist to provide mentoring for new teachers	08/14	06/17
			F. Guided Reading Coach to support instructional programs	08/14	06/17
			G. Response to Intervention teachers will provide small group instruction to targeted student groups	08/14	06/17
			H.		

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 146901

Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)–** Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Assist with monetary obligations for additional certifications and testing	08/14	07/17
			B. Pay stipends to master teachers who take part in the mentoring program	08/14	07/17
			C. Provide "Trainer of Trainer" opportunities for teachers to assist with on-site staff development	08/14	06/17
			D. Use PDAS process, walk-through data and student data to identify ineffective teachers	08/14	06/17
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. CRISS Training for all staff members	08/14	06/17
			B. Guided Reading Training	09/14	12/16
			C. Writing Academies	07/14	03/17
			D. Deconstructing TEKS	08/14	06/17
			E. Vertical and horizontal curriculum alignment that includes feeder schools	08/14	08/17
			F. Campus Leadership team meetings and data disaggregation meetings.	08/14	06/17

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16— Responses to Statutory Requirements**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)–** Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Provide stipends for teachers in critical needs areas	08/14	07/17
			B. Encourage teachers to become instructional coaches with additional days of employment	08/14	07/17
			C. Pay personnel for additional certifications and endorsements	08/14	07/17
			D. Provide financial incentives to teachers who agree to tutor beyond school hours and on Saturdays or attend staff development outside of the school day.	08/14	07/17

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		
<b>Barrier: Gang-Related Activities (cont.)</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Drug-Related Activities</b>				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: